

# 4 –5 Literacy Assessments

## Guidelines and Directions



## **Directions for Completing 4-5 Literacy Assessments**

### **Reading Benchmark**

- All students in grades 4-5 will be assessed at BOY and EOY using the Fountas and Pinnell Benchmark Assessment System (or Reading 3D TRC – if purchased for 4/5). Students who are below grade level will need to be re-assessed midyear for reading text level.
- Initial assessments should be completed by September 23<sup>rd</sup>.
- Use the Harcourt Rigby TRC Cutpoints for K-5 reading proficiency levels.
- **Keep the Fountas and Pinnell running records from BOY and MOY for the duration of the school year in the classroom. Put the final EOY running record into the cumulative folder for each student.**

### **Benchmark Assessment Directions**

- Using the Fountas and Pinnell Benchmark Assessment System, administer running records and the comprehension conversation. **In addition, all students will complete the Writing about Reading Assessment for each level.**
- The purpose of benchmark testing is to find a student's instructional and/or independent reading level. Stop testing when you have reached the student's frustration level. For additional guidance, refer to page 47 in the Benchmark Assessment System 2 Teacher Guide. For students reading below level L, refer to page 45 of Benchmark Assessment System 1 teacher guide.
- Please record the student's **instructional** reading level on any data collection sheet, assessment wall or when reporting to parents.

### **Writing about Reading Assessment**

- See page 37-38 of the Benchmark Assessment System 2 Teacher Guide for instructions and directions.

### **Additional Benchmark Assessment Notes**

- The reading assessment should be administered by a certified teacher; classified staff should not do reading assessments. Ideally, the teacher that provides the reading instruction for the student would administer the assessment. However, in some situations, such as when one teacher at the grade level teaches all the reading, this may not be realistic.
- Assessment should be 1:1. The teacher should listen to each student read in order to assess decoding, fluency, and comprehension.

- Computerized assessments may be used to provide information about a starting point for a 1:1 assessment and to provide additional information, but should not be used to generate a reading level.

## **Elementary Spelling Inventory**

### **(optional)**

Administer the entire Elementary Spelling Inventory (see directions) in September and May. Fill out the feature guide for each student and the classroom composite to determine instructional needs.

#### **Directions for Administering the Elementary Spelling Inventory**

This test is designed to assess the word knowledge elementary students have to bring to the tasks of reading and spelling. These words are ordered in terms of their relative difficulty for children in grades 3 to MS. For this reason you need only call out the words which sample features your children are likely to master during the year. However, do call out enough words to give you a sense of the range of ability in your class. Students are not to study these words. That would invalidate the purpose of this inventory, which is to find out what they truly know.

- For 3rd grade use at least 20 words.
- Use the entire elementary spelling inventory for grades 4 and up.

**You should also call out additional words for children who are spelling most of the words correctly at any level. A general rule of thumb is to call out words until a student misspells at least 5 words.**

Testing. Call the words below as you would for any test. Use them in a sentence to be sure your children know the exact word. Assure your students that this is not for a grade but to help you plan better for their needs. Seat the children to minimize copying or test the children in small groups .

Scoring the test. To begin with, mark each word right or wrong for a raw score, or number of words correct. Put the papers in order from the lowest raw score to the highest raw score. Look over the children's errors and see if you can see spelling features that most of your students have under control and spelling features that need to be taught.

### Directions for Evaluating the Elementary Spelling Inventory

Individual Feature Analysis. Copy an *Elementary Spelling Inventory (ESI) Feature Guide* form for each child. Score each word by features, putting a check beside any feature spelled correctly. For example, a student who spells *float* as FLOT would get a check beside the f (for the initial consonant), the t (for the final consonant) and the fl (for the blend) but not beside the oa (under long vowel) because the A is missing. Note that some words are scored for some features and not others and the number of possible errors varies by words.

Adding up errors and analyzing individual results. Add the number of correct responses under each feature and record in the last row. (You can give students an extra point for spelling the word correct if you would like) Then add all the numbers across the bottom for a total point score. Look down each feature column to determine the needs of individual students. For example, a child who spells 4 of the 5 short vowels can be considered in pretty good shape, although some review work might be in order. A child who scores only 2 or 3 of the 5 short vowels needs work on that feature. Features to the left should be mastered before teaching features to the right.

Class composite sheets. Make a copy of the *ESI Classroom Composite*.

Put the *Error Analysis Forms* in order based on the total points score. Now transfer the score for each feature from each child's form to the class composite sheet. You can get a sense of your group's needs as a whole and to form groups for instruction. Count the number of children under each feature that *make more than one error* and record the number at the bottom. If a child missed all the words under a feature it is probably beyond their instructional range and earlier features need to be addressed first.

Note: This process may seem time consuming at first but need only be done twice a year. After going through this process of analyzing the inventory errors of your students you will become better at analyzing the errors they make in their daily writing and on weekly spelling tests as a way to think about the features students need to study.

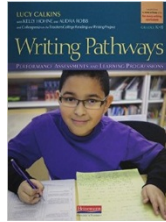
## Sentences for Elementary Spelling Inventory

- |                |   |            |
|----------------|---|------------|
| 1. bed         | I hopped out of bed this morning.                   | bed        |
| 2. ship        | The ship sailed around the island.                  | ship       |
| 3. when        | When will you come back?                            | when       |
| 4. lump        | He had a lump on his head after he fell.            | lump       |
| 5. float       | I can float on the water with my new raft.          | float      |
|                |   |            |
| 6. train       | I rode the train to the next town.                  | train      |
| 7. place       | I found a new place to put my books.                | place      |
| 8. drive       | I learned to drive a car.                           | drive      |
| 9. bright      | The light is very bright.                           | bright     |
| 10. shopping   | She went shopping for new shoes.                    | shopping   |
|                |   |            |
| 11. spoil      | The food will spoil if it is not kept cool.         | spoil      |
| 12. serving    | The restaurant is serving dinner tonight.           | serving    |
| 13. chewed     | The dog chewed up my favorite sweater yesterday.    | chewed     |
| 14. carries    | She carries apples in her basket.                   | carries    |
| 15. marched    | We marched in the parade.                           | marched    |
|                |   |            |
| 16. shower     | The shower in the bathroom was very hot.            | shower     |
| 17. bottle     | The bottle broke into pieces on the tile floor.     | bottle     |
| 18. favor      | He did his brother a favor by taking out the trash. | favor      |
| 19. ripen      | The fruit will ripen over the next few days.        | ripen      |
| 20. cellar     | I went down to the cellar for the can of paint.     | cellar     |
|                |   |            |
| 21. pleasure   | It was a pleasure to listen to the choir sing.      | pleasure   |
| 22. fortunate  | It was fortunate that the driver had snow tires.    | fortunate  |
| 23. confident  | I am confident that we can win the game.            | confident  |
| 24. civilize   | They wanted to civilize the forest people.          | civilize   |
| 25. opposition | The coach said the opposition would be tough.       | opposition |

## Writing Sample Directions

### Opinion, Informative and Narrative Prompts:

- Each prompt (opinion, informative and narrative) will be scored using the appropriate rubric from Writing Pathways (Calkins) for that type of writing



and for that grade level.

- It is highly recommended that teachers score the writing prompts as a grade level team.
- Each prompt will be collected and scored by the date indicated on the 3-5 Writing Pacing and Assessment timeline.
- Student scores will be recorded on a spreadsheet (supplied by the K-5 Department) and submitted to the lead teacher by each date indicated on the 3-5 Writing Pacing and Assessments timeline.
- **Each prompt needs to be kept for the duration of the school year in the student's classroom folder.**